



TEXAS A&M UNIVERSITY
COMMERCE

Counseling 501: Introduction to the Counseling Profession

Course Syllabus Fall 2024

Mesquite Campus

INSTRUCTOR INFORMATION

Instructor: Delarious O. Stewart, EdD, LPC-S, ACS, NCC, NCSC

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Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Main Office Location: Binion Hall, 226-A

Office Hours: Monday: 1:00 pm -4 pm-Mesquite; Tuesday: 5 pm -7 pm-Zoom; Friday: Available upon request

COURSE INFORMATION

Textbook(s) Required:

Gladding, S. L. (2018). *Counseling: A comprehensive profession* (8th ed.). Upper Saddle River, NJ: Pearson.

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

Note: This course will use D2L as a Learning Management System

Optional Texts and/or Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. (7th ed.). <https://doi.org/10.1037/0000165-000>

Clark, A. J. (2011). Empathy: An integral model in the counseling process. (3), 348-356. *Journal of Counseling & Development*, 88. <https://doi.org/10.1002/j.15556-6678.2010.tb00032.x>

Fulton, C. L. (2016). Mindfulness, self-compassion, and counselor characteristics and session variables. *Journal of Mental Health Counseling*. 38(4), 360-374. <https://doi.org/10.17744/mehc.38.4.06>

Granello, D. H. (2011). Cognitive complexity among practicing counselors: How thinking changes with experience. *Journal of Counseling & Development*, 88(1), 92-100. <https://doi.org/10.1002/j.1556-6678.2010.tb00155.x>

Kim, B.S.K., Ng, G. F., & Shn, A. J. (2009). Client adherence to Asian cultural values, common factors in counseling, and session outcome with Asian American clients at a University Counseling Center. *Journal of Counseling &*

The syllabus/schedule are subject to change.

Development, 87(2), 131-142. <https://doi.org/10.1002/j.1556-6678.2009.tb00560.x>

Leibert, T.W. (2011). The dimension of common factors in counseling. *International Journal for the Advancement of Counseling*, 33, 127-138.

Levitt, D. H., & Jacques, J.D., (2005). Promoting tolerance for ambiguity in counselor training programs. *The Journal of Humanistic Counseling, Education, and Development*, 44(1), 46-54. <https://doi.org/10.1002/j.2164-490X.2005.tb00055.x>

Neukrug, E. (2016). *The World of the Counselor: An introduction to the Counseling Profession*. (5th ed.) Cengage Learning.

Richards, K., Campenni, C., & Muse-Burke, J. (2010). Self-care and well-being in mental health professionals: The mediating effects of self-awareness and mindfulness. *Journal of Mental Health Counseling*, 32(3), 247-264. <https://doi.org/10.17744/mehc.32.3.0n31v88304423806>

Skovholt, T. M., & Trotter-Mathison, M. (2011). *The resilient Practitioner: Burnout prevention and self-care strategies for counselors, therapists, and health professionals*. (2nd ed.) Routledge Taylor & Francis Group.

Tang, M., Addison, K.D., LaSure-Bryant, D., Norman, R., O'Connell, W., Stewart-Sicking, J. A. (2004). Factors that influence self-efficacy of counseling students: An exploratory study. *Counselor Education and Supervision*, 44(1), 70-80. <https://doi.org/10.1002/j.1556-6978.2004.tb01861.x>

***Occupational Outlook Handbook (OOH) link:** <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>

[National Board for Certified Counselors \(NBCC\)](#)

Chi Sigma Iota –

Texas LPC link: https://www.dshs.texas.gov/counselor/lpc_rules/

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**Other Readings as Assigned

Course Description

501. *Introduction to the Counseling Profession*. Three semester hours.

Recommended as the initial course in a student's program to serve as an introduction to the counseling profession. Roles of counselors and related professionals in various settings are presented. Professional goals and objectives; trends; professional associations; ethical and legal issues; history; credentialing; preparation standards for counselors; and essential interviewing and counseling skills, characteristics, and behaviors that influence helping processes are explored.

General Course Information

This course should be taken early in the student's preparation program. This course serves primarily as an orientation to the counseling profession and as a course where students develop basic interviewing and counseling skills and self-awareness that promotes appropriate counselor- client relationships. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 for admission to candidacy status (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

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Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

Informed Consent, professional organization, licensure/certification, labor market will assess the ability of the student to research connect the course content to the counseling profession.

Counseling Interest Paper. Through this assignment, students will gain a stronger understanding of counseling topics specific to their concentration and clinical interest areas, including ethical and legal considerations.

Measurement 2 (Skills):

Interviewing a counselor practicing in school or other settings, this conversation will gauge student’s ability to connect how a Mental Health Professional connects theories to practice.

*All SLOs address the respective CACREP Standards evident in the syllabus.

COUN 501 key assessments: Informed consent, Interview: Counselor, and Counseling Interest Paper.

**Student Learning Outcomes
2016 CACREP Standards Addressed in COUN 501**

CACREP Standard	Learning Activity	Assignment	Benchmark
2.F.1.a history and philosophy of the counseling profession and its specialty areas	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Labor Market Information	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 13-18	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 13-18	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.d. the role and process of the professional counselor advocating on behalf of the process	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 2-3	Advocacy	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access,	Discussion	Professional Counseling	≥ 80% of average rubric scores will

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equity, and success for clients	incorporated Lecture Reading: Gladding (2018) Ch. 2-3	Organization	either meet (2) or exceed (3) expectation
2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Professional Counseling Organization	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A Selected Readings: TCA public policy, ACA public policy	PLPC or SC	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 1, App A	Labor Market Information	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Discussion incorporated Lecture Reading: Gladding (2018) Ch. 2	Informed Consent	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
2.F.1.j. technology's impact on the counseling profession	Discussion incorporated Lecture Reading: Gladding (2018)	Informed Consent	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

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	Ch. 2, App A		
<p>2.F.1.k. strategies for personal and professional self-evaluation and implications for practice</p> <p>2.F.1.l. self-care strategies appropriate to the counselor role</p>	<p>Discussion incorporated Lecture</p> <p>Readings: Skovholt & Trotter-Mathison (2011) Richards et al. (2010)</p>	Self-Care	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<p>2.F.1.m. the role of counseling supervision in the profession</p>	<p>Discussion incorporated Lecture</p> <p>Reading: Gladding (2018) Ch. 10</p> <p>ACA Code of Ethics ASCA Code of Ethics</p>	Informed Consent	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<p>2.F.5.a. theories and models of counseling</p>	<p>Discussion incorporated Lecture</p> <p>Reading: Gladding (2018) Ch. 7-8</p>	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<p>2.F.5.c. theories, models, and strategies for understanding and practicing consultation</p>	<p>Discussion incorporated Lecture</p> <p>Reading: Gladding (2018) Ch. 10</p>	Interview	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation
<p>2.F.5.f. counselor characteristics and behaviors that influence the counseling process</p>	<p>Discussion incorporated Lecture</p> <p>Reading: Gladding (2018) Ch. 1, 5-6</p>	<p>Informed Consent</p> <p>Interview</p>	≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

CONTENT AREAS include, but are not limited to, the following:

- I. Counselor characteristics and behaviors
- II. Importance of self-awareness in maintaining a therapeutic relationship and appropriate professional boundaries.
- III. History and philosophy of the counseling profession
- IV. Master's-level programs at A&M-Commerce
- V. Professional roles
 - A. Introduction to counselor roles common across settings
 - 1. Counseling
 - 2. Consulting
 - 3. Supervising (clinical)
 - 4. Evaluating programs
 - B. Educational settings
 - C. Non-educational settings
- VI. Relationships with other human service providers
- VII. Professional organizations for counselors
- VIII. Professional credentialing
 - A. Certification (School Counselor Certification and NCC)
 - B. Licensure
 - C. Registration
 - D. Accreditation
- IX. Public and private policy processes and advocacy on behalf of the profession
- X. Ethical standards and legal considerations in the counseling profession
- XI. Overview of counselor functions, skills, and knowledge
 - A. Theories
 - B. Group work
 - C. Career development/education/counseling
 - D. Assessment, evaluation, and research
 - E. Diversity awareness and multicultural competencies

TEXES COMPETENCIES THAT RELATE TO THIS

COURSE (*TEXES is the state examination required for school counselor certification.*)

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will also need to download the Zoom application to your personal computer or smart phone in order to access office hours and other virtual meetings. To complete assignments, you will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

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Instructional Methods

This course consists of lectures and didactic learning methods, small group discussions, and in-class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lectures, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities and Tips for Success in the Course

In this course, you are responsible for being active in your learning process. Expectations of this course include the following:

1. You are expected to always display professionalism. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university's Student Code of Conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. Writing style APA 7th edition (refer assignment guidelines)
7. Regularly check your university email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your reading ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE ASSIGNMENTS/ASSESSMENTS

1. Attendance and Participation (10 Points)

Regular Attendance to in-person classes and activities. Class activities will include case studies, article discussions, and small group discussions. If you are instructed to do any paper activity, it will be collected at the end of the class; these papers will be used to grade the class participation points at the end of the semester. The attendance will be noted during the in-person class.

2. Counseling Licensure/Certification (10 points). Please review: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

<https://tea.texas.gov/academics/learning-support-and-programs/school-guidance-and-counseling>

Provide an outline/overview of licensure/credential requirements (depending on whether you wish to become an LPC or certified school counselor). If you are planning to move out of state, view that state's licensing

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board information. Include the following:

- Licensure/credential name (e.g., LPC)
- Educational requirements (including CACREP accreditation standards)
- Testing requirements
- Supervision requirements
- Application process
- Continuing education requirements (after full license is obtained)
- Any other requirements necessary to obtain that license/credential.

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Counseling Licensure/Certification (10 points)	Provides some details necessary but is missing many criteria. Descriptions are unclear and may be incorrect. Student has a lack of understanding of information related to counseling licensure/certification, continuing education, and supervision.	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack some clarity but mostly there. Student has a basic understanding of information related to counseling licensure/certification, continuing education, and supervision.	Provides all details necessary for each criterion. No missing criteria. Descriptions are clear and comprehensive. Student clearly understands information related to counseling licensure/certification, continuing education, and supervision.

3. **Professional Counseling Organizations (10 points).** Choose one professional counseling organization (e.g., ACA, TCA, ASCA, IAMFC, ALGBTIC/SAIGE, etc.) that you are interested in joining and review their website in detail. Provide an overview of the following:

- Name of organization
- Rationale behind selecting (refer mission and vision statements)
- Membership benefits (fee, newsletter, webinar, continuation education credits)
- Upcoming conference information (fee, dates, theme, location)
- Any other information you find interesting

Note: If you have a specific interest (e.g., research, advocacy, suicide, play therapy, adolescents, etc.) and are unsure where to find an organization, please ask me! There is undoubtedly an organization that will fit your interests.

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Professional Counseling Organizations (10 points)	Provides some details necessary but is missing many criteria. Descriptions are unclear and may be incorrect. Student has a lack of understanding of information related to the chosen professional counseling organization.	Provides most details necessary for each criterion with a few missing criteria. Descriptions lack some clarity but mostly there. Student has a basic understanding of information related to the chosen professional counseling organization.	Provides all details necessary for each criterion listed. Descriptions are clear and comprehensive. Student clearly understands information related to the chosen professional counseling organization.

4. **Current Labor Market Information (10 points).** Go to the following websites:

Review these websites with a peer and search for areas and/or keywords such as “jobs, careers, counseling, different specialty areas of counseling.” Complete a discussion post with your reflection on what you learned after your investigation. This summary may reflect on areas such as what counselors do, environments they may work in, educational requirements, pay expectations, outlook, state/national data, job posting information, required skills, etc.

You will want to include both a short summary and a reflection of your exploration. This assignment aims to learn more about the current labor market relevant to the counseling profession and how this might affect your job outlook.

www.bls.gov/ooh
www.counseling.org
www.txca.org
www.onetonline.org
www.indeed.com

Note: Review other pages as well

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Current Labor Market Information (10 points)	Provides some details necessary but is missing many criteria. Descriptions are basic, unclear, or maybe incorrect. Student has a lack of understanding of the current labor market in counseling.	Provides some detail but only includes either a summary of information OR reflection on how this would affect your job outlook. Descriptions lack some clarity but are mostly there. Student has a basic understanding of the current labor market in counseling.	Provides all details necessary including both summary of information and reflection on how this would affect your job outlook. The descriptions are clear and comprehensive. Student clearly understands the current labor market in counseling.

5. **Informed Consent (10 points).** For this portion of the PIDP, you will develop an informed consent form that can be used in counseling sessions. The purpose of this assignment is to gain knowledge in ethics and legal issues. You will utilize the 2014 ACA code of ethics (https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4).

Use your textbook and the online library for resources (you can find examples of informed consents in counseling online and through the TAMUC library database). Read the ACA code of Ethics (2014) to identify what needs to be included in the informed consent form.

	1 – Does Not Meet Expectation (0-15)	2 – Meets Expectation (16-17)	3 – Exceeds Expectation (18-20)
Informed Consent (20 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does not demonstrate a basic understanding of ethical codes	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently provides the necessary components of an informed consent. Demonstrates a basic understanding of ethical codes.	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly provides the necessary components of an informed consent. Demonstrates an exceptional understanding of ethical codes.

6. **Self-Care and Self-Evaluation Plan (10 points).** Students will start this activity in class with a peer/ two; students will be introduced to a card sort activity. Through this activity the students will focus on one self-care/wellness dimension. The students will implement SMART goal to plan and evaluate the selected activity with peers. The students are encouraged to follow the activity for 15 weeks a write a two-page reflection paper addressing the following, what does self-care mean to you? What was the activity? How was the experience? What was challenging? What are some strengths? Other additional reflection can be added.

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Self-Care and Self-Evaluation Plan (10 points)	Self-care and self-evaluation plan do not sufficiently provide the necessary components and/or may be missing many components or lacks details/lacks thorough discussion. Plan does not demonstrate a sufficient understanding of counselor self-care and counselor self-evaluation.	Self-care and self-evaluation plan sufficiently provide the necessary components but may be missing some components or lacks details/lacks thorough discussion. Plan demonstrates a sufficient understanding of counselor self-care and counselor self-evaluation.	Self-care and self-evaluation plan clearly provide the necessary components described in detail. Plan demonstrates an exceptional understanding of counselor self-care and counselor self-evaluation.

7. **Interview: Counselor (10 points)**

- Interview a counselor or school counselor. The focus of this assignment is to help get an understanding from a practicing professional. Note: time is important so keep your interview under 30 minutes. You can also do this online or face to face.
- In this assignment, you will prepare a PowerPoint presentation that showcases your research findings on the topic of counseling. The information for this presentation will be gathered through an interview with a professional counselor. This assignment aims to enhance your research, communication, and presentation skills while deepening your understanding of counseling practices and perspectives.
- In the class, you will be given time to share your experiences among peers.

Sample questions:

1. What made you be a counselor?
2. What populations do you serve?
3. How to embody cultural competency with clients in the session?
4. Have you had an ethical situation with a client or colleague?
5. How can I advocate for the community?
6. What is currently advocacy bill in Texas?
7. What approach do you use?

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8. What training and certifications do you have?
9. What would be your best piece of advice for someone who is starting? Something you wish you knew.
10. Are you a member of any professional organizations?
11. Share an experience?

Interview Show and Tell

1. Whom did you interview name and credential?
2. Share a few things, which stood out from the interaction?
3. What are the few unanswered questions you have?
4. What do you think about this assignment?

	1 – Does Not Meet Expectation (0-7)	2 – Meets Expectation (8)	3 – Exceeds Expectation (9-10)
Interview Show and Tell (10 points)	Missed to address few of the following with less description: the purpose of your questions, what you learnt from the interaction, what are your overall emotions/thoughts from this activity, and what are some questions you still have. Class participation inadequate.	Addressed the following with less description: the purpose of your questions, what you learnt from the interaction, what are your overall emotions/thoughts from this activity, and what are some questions you still have. Class participation adequately.	Addressed the following with detail: the purpose of your questions, what you learnt from the interaction, what are your overall emotions/thoughts from this activity, and what are some questions you still have. Used minimum of two pages, classroom participation.

8. **Counseling Interest Paper (20 Points)** This paper will include a literature review of a counseling topic of your choice as well as critical thinking and awareness components. This topic should be one of interest to you, at this time, and related to your specific concentration (clinical mental health, addiction, school, marriage and family, children, adolescents, adults, college, rehabilitation, crisis, etc.). Components of this paper should include the following:

Literature review portion:

- Introduction of the topic
- Rationale as to how this topic is important and relevant to the counseling field
- Ethical and legal issues when working with this population, issues, etc.
- Advocacy, Micro and Macro for client, community, or professional

Any other information you believe is important to this

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topic Questions to consider and include in second portion:

- What did you learn from your research?
- What are some challenges you might face as a counselor pertaining to this topic?
- What are some things that surprised you?
- How did you decide to choose this topic to research?
- How might you add to the literature?
- What have you learned about yourself from researching this topic?

Please use AT LEAST 5 references from referred counseling journals. You may need to use other sources as well. There is no specific page limit to this paper; there are however, criteria expectations. Please be sure to address all points above thoroughly. Please follow APA 7th edition guidelines for your write up.

Counseling Interest Paper	1 – Does Not Meet Expectation (4 points)	2 – Meets Expectation (3 points)	3 – Exceeds Expectations (2 points)
Timely completion	Did not complete assignment. OR Late completion of Project.	Project completed and posted by deadline.	Project completed and posted by deadline.
Lit Review	The literature review is incomplete or lacks depth in covering the required components; uses fewer than the required number of scholarly sources.	Provides a clear and concise literature review that meets all required components and uses the minimum number of scholarly sources appropriately.	Provides an exceptionally thorough and insightful literature review that clearly introduces the topic, includes a compelling rationale, discusses ethical/legal issues, and addresses advocacy comprehensively. Utilizes more than the minimum required scholarly sources effectively.

Analysis of Research	Demonstrates superior critical thinking and deep insight into the counseling topic. Expands on the implications, challenges, and personal reflections related to the topic with exceptional clarity and depth.	Adequately discusses the implications, challenges, and personal reflections related to the topic, showing good understanding and critical thinking.	Provides minimal analysis of the implications and challenges; reflections are superficial or missing.
Quality of Writing and APA Compliance	The paper is well-written, logically organized, and free of grammatical errors. Follows APA 7th edition guidelines meticulously with no errors.	The paper is generally well-written and organized with minor grammatical or APA errors. Mostly adheres to APA 7th edition guidelines.	The paper contains multiple grammatical or APA errors; it lacks clarity or logical organization, not adhering consistently to APA 7th edition guidelines.
Engagement with Course Content	Shows an exceptional ability to connect the research with course content, demonstrating how the topic applies to real-world counseling contexts.	Adequately connects the research topic to course content and demonstrates understanding of its relevance to counseling.	Fails to make meaningful connections between the research topic and course content or the relevance to counseling is unclear.

9. **Professional Disclosure Statement:** In this class assignment, you will create a comprehensive Professional Disclosure Statement for counselors. This document serves as an essential tool in establishing a clear understanding between counselors and their clients about the scope of services, professional qualifications, and ethical considerations. As future mental health professionals, understanding the importance of transparent communication with clients is crucial for building trust and promoting effective therapeutic relationships.

	1 – Does Not Meet Expectation (0-15)	2 – Meets Expectation (16-17)	3 – Exceeds Expectation (18-20)
Informed Consent (20 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does not demonstrate a basic understanding of ethical codes	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently provides the necessary components of an informed consent. Demonstrates a basic understanding of ethical codes.	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly provides the necessary components of an informed consent. Demonstrates an exceptional understanding of ethical codes.

10. Sample Case Conceptualization: In this class assignment, you will develop a comprehensive case conceptualization for a hypothetical client. Case conceptualization is a critical skill for mental health professionals, as it involves integrating assessment data, theoretical perspectives, and clinical insight to understand the client's issues and develop an effective treatment plan. This assignment aims to enhance your ability to analyze and synthesize complex client information to create a holistic understanding of their presenting concerns. In this class assignment, you will develop a comprehensive case conceptualization for a hypothetical client. Case conceptualization is a critical skill for mental health professionals, as it involves integrating assessment data, theoretical perspectives, and clinical insight to understand the client's issues and develop an effective treatment plan. This assignment aims to enhance your ability to analyze and synthesize complex client information to create a holistic understanding of their presenting concerns.

	1 – Does Not Meet Expectation (0-15)	2 – Meets Expectation (16-17)	3 – Exceeds Expectation (18-20)
Informed Consent (20 points)	Has many missing details and/or is presented in a disorganized way. Missing many necessary components of an informed consent. Does not demonstrate a basic understanding of ethical codes	Provides most of the necessary information but may be missing some details or presented in an incomplete way. Sufficiently provides the necessary components of an informed consent. Demonstrates a basic understanding of ethical codes.	Provides all the necessary information in a thorough and thoughtful way. No incorrect information and no missing details. Clearly provides the necessary components of an informed consent. Demonstrates an exceptional understanding of ethical codes.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

1. **Attendance and Participation (10 Points)**
2. **Counseling Licensure/Certification (10 points).**
3. **Professional Counseling Organizations (10 points)**
4. **Current Labor Market Information (10 points).**
5. **Informed Consent (10 points)**
6. **Self-Care and Self-Evaluation Plan (10 points).**
7. **Interview: Counselor (10 points)**
8. **Counseling Interest Paper (10 Points)**
9. **Professional Disclosure Statement (10 Points)**
10. **Case Conceptualization (10 Points)**

Late assignments will be considered for acceptance on a case-by-case basis, with preference given to those that have been preapproved. Please communicate any potential delays in advance to discuss possible accommodation.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers.

However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A

maintenance browser becomes officially unsupported after one year. Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.


- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

The syllabus/schedule are subject to change.

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date. Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed.
 - JavaScript is enabled.
 - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a  as open computer lab, etc.

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COMMUNICATION AND SUPPORT

Brightspace Support

Need Help? Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

[Example]

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.

Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce Gee

Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

The syllabus/schedule are subject to change.

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-

Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Notes:

1. Course Assignments issues will be discussed during every class session;
2. An option (and not a requirement) – if you have a laptop, please bring it with you to every class session;
3. The agenda outline is tentative and subject to change.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE OUTLINE / CALENDAR

Readings will be posted in D2L for extra reading

Date	Topic	Assignment Due Date
Week 1: August 26	Course Overview/Syllabus Introduction Professional Foundation of Counseling	Read chapters 1 & 2
Week 2: September 2	No Class. Labor Day Holiday	
Week 3: September 9	Multicultural and Diverse Population Counseling	Read Chapters 3 & 4 Assignment Due: Counseling Licensure/Certification.
Week 4: September 16	Counseling Process and the Working Relationship	Read Chapters 5 & 6 Assignment Due: Professional Counseling Organizations
Week 5: September 23	Counseling Theories	Read Chapters 7 & 8 Assignment Due: Informed Consent
Week 6: September 30	Advanced Counseling Skills and Techniques	Read Chapters 9 & 10 Assignment Due: Complete Discussion Question
Week 7: October 7	Counseling Activities in Various Setting	Read Chapters 11 & 12 Assignment Due: Case Conceptualization
Week 8: October 14	Evaluation, Research, Assessment and Diagnosis	Read Chapters 13 & 14 Assignment Due: Professional Disclosure Statement
Week 9: October 21	Counseling Specialties – Career, Couples and Family Counseling	Read Chapters 15 & 16 Assignment Due: Current Labor Market Information
Week 10: October 28	Counseling Grade School and College Students	Read Chapters 17 Assignment Due: Self-Care and Self-Evaluation Plan
Week 11: November 4	Abuse, Addiction and Disability	Read Chapters 18 Assignment Due: Complete Discussion Post About the Labor Market Counselor Licensure/Certification
Week 12: November 11	Clinical and Private Practice and Review Credentialing Process	Assignment Due: Interview Show and Tell: Reflection (Groups 1)
Week 13: November 18	Class Presentation	Assignment Due: Interview Show and Tell: Reflection (Group 2)
Week 14: November 25	Class Presentation	Assignment Due: Interview Show and Tell: Reflection (Group 3)
Week 15: December 2	Final Class	Assignment Due: Counseling Interest Paper

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